

Marrington Middle

109 Gearing Street
Goose Creek, SC 29445

Grades	4-8 Elementary School	
Enrollment	309 Students	
Principal	Arnold Coull	843-820-4045
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Kathleen Bounds	843-761-5437

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	46	9	0	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Good	Good	Yes

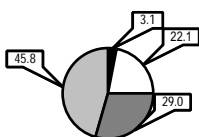
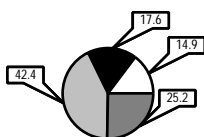
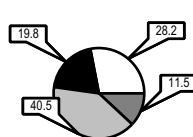
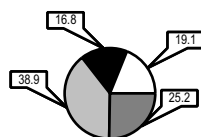
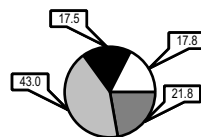
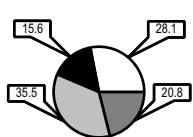
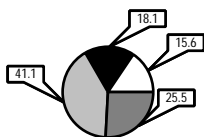
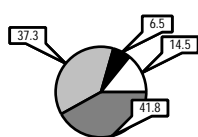
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

77.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	300	99.7	22.1	45.8	29.0	3.1	43.5	Yes	Yes
Gender									
Male	159	100.0	30.3	43.0	22.5	4.2	37.3		
Female	141	99.3	12.5	49.2	36.7	1.7	50.8		
Racial/Ethnic Group									
White	180	100.0	18.1	42.6	35.5	3.9	49.7	Yes	Yes
African American	101	99.0	29.2	49.4	19.1	2.2	33.7	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	18.2	63.6	18.2	0.0	36.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	276	99.6	18.3	46.7	31.7	3.3	47.5		
Disabled	24	100.0	63.6	36.4	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	300	99.7	22.1	45.8	29.0	3.1	43.5		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	297	99.7	21.9	46.2	28.8	3.1	43.5		
Socio-Economic Status									
Subsidized meals	135	100.0	24.2	47.7	26.6	1.6	42.2	Yes	Yes
Full-pay meals	165	99.4	20.1	44.0	31.3	4.5	44.8		

Mathematics – State Performance Objective = 36.7%									
All Students	300	99.7	14.9	42.4	25.2	17.6	53.8	Yes	Yes
Gender									
Male	159	100.0	16.2	40.1	23.2	20.4	55.6		
Female	141	99.3	13.3	45.0	27.5	14.2	51.7		
Racial/Ethnic Group									
White	180	100.0	11.0	35.5	31.0	22.6	64.5	Yes	Yes
African American	101	99.0	22.5	51.7	16.9	9.0	36.0	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	54.5	18.2	18.2	45.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	276	99.6	12.9	41.7	27.1	18.3	56.3		
Disabled	24	100.0	36.4	50.0	4.5	9.1	27.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	300	99.7	14.9	42.4	25.2	17.6	53.8		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	297	99.7	14.6	42.3	25.4	17.7	54.2		
Socio-Economic Status									
Subsidized meals	135	100.0	17.2	41.4	22.7	18.8	49.2	Yes	Yes
Full-pay meals	165	99.4	12.7	43.3	27.6	16.4	58.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	300	99.3	28.0	40.6	11.5	19.9	31.4
Gender							
Male	159	99.4	30.5	31.9	10.6	27.0	37.6
Female	141	99.3	25.0	50.8	12.5	11.7	24.2
Racial/Ethnic Group							
White	180	100.0	21.3	36.1	15.5	27.1	42.6
African American	101	99.0	40.4	44.9	5.6	9.0	14.6
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	90.9	10.0	70.0	0.0	20.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	276	99.6	25.0	42.1	11.3	21.7	32.9
Disabled	24	95.8	61.9	23.8	14.3	0.0	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	99.3	28.0	40.6	11.5	19.9	31.4
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	297	99.3	27.8	40.5	11.6	20.1	31.7
Socio-Economic Status							
Subsidized meals	135	99.3	27.6	44.1	11.0	17.3	28.3
Full-pay meals	165	99.4	28.4	37.3	11.9	22.4	34.3

Social Studies							
All Students	300	99.3	18.8	39.1	25.3	16.9	42.1
Gender							
Male	159	99.4	22.0	33.3	24.1	20.6	44.7
Female	141	99.3	15.0	45.8	26.7	12.5	39.2
Racial/Ethnic Group							
White	180	100.0	15.5	32.3	29.7	22.6	52.3
African American	101	99.0	23.6	51.7	18.0	6.7	24.7
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	90.9	20.0	50.0	10.0	20.0	30.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	276	99.6	16.7	38.8	27.1	17.5	44.6
Disabled	24	95.8	42.9	42.9	4.8	9.5	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	99.3	18.8	39.1	25.3	16.9	42.1
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	297	99.3	18.5	39.0	25.5	17.0	42.5
Socio-Economic Status							
Subsidized meals	135	99.3	18.9	42.5	24.4	14.2	38.6
Full-pay meals	165	99.4	18.7	35.8	26.1	19.4	45.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	68	100.0	25.4	43.3	29.9	1.5	31.3
	6	63	98.4	33.9	35.5	25.8	4.8	30.6
	7	55	100.0	18.2	43.6	34.5	3.6	38.2
	8	68	97.1	19.7	48.5	27.3	4.5	31.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	67	98.5	16.7	38.3	41.7	3.3	45.0
	5	73	100.0	24.2	47.0	27.3	1.5	28.8
	6	60	100.0	30.0	40.0	28.0	2.0	30.0
	7	61	100.0	23.1	53.8	17.3	5.8	23.1
	8	39	100.0	14.7	52.9	29.4	2.9	32.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	68	100.0	10.4	47.8	26.9	14.9	41.8
	6	63	98.4	29.0	37.1	22.6	11.3	33.9
	7	55	100.0	18.2	38.2	23.6	20.0	43.6
	8	68	97.1	22.7	57.6	15.2	4.5	19.7
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	67	98.5	20.0	35.0	28.3	16.7	45.0
	5	73	100.0	15.2	50.0	19.7	15.2	34.8
	6	60	100.0	12.0	22.0	42.0	24.0	66.0
	7	61	100.0	15.4	46.2	15.4	23.1	38.5
	8	39	100.0	8.8	64.7	20.6	5.9	26.5
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	67	98.5	30.0	23.3	20.0	26.7	46.7
	5	73	100.0	27.3	42.4	7.6	22.7	30.3
	6	60	98.3	28.6	40.8	16.3	14.3	30.6
	7	61	100.0	28.8	51.9	5.8	13.5	19.2
	8	39	100.0	23.5	50.0	5.9	20.6	26.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	67	98.5	18.3	33.3	38.3	10.0	48.3
	5	73	100.0	27.3	36.4	24.2	12.1	36.4
	6	60	98.3	10.2	34.7	28.6	26.5	55.1
	7	61	100.0	23.1	53.8	9.6	13.5	23.1
	8	39	100.0	8.8	38.2	23.5	29.4	52.9

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 309)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	3.4%	N/A	2.1%	3.0%
Attendance rate	96.7%	N/A	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	N/A	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	N/A	2.1%	3.2%
Eligible for gifted and talented	17.1%	N/A	19.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.2%	N/A	7.3%	8.2%
Older than usual for grade	2.9%	N/A	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	N/R	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	54.2%	N/A	56.6%	52.6%
Continuing contract teachers	70.8%	N/A	86.7%	83.3%
Highly qualified teachers	95.8%	N/A	93.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	70.4%	N/A	87.5%	87.0%
Teacher attendance rate	97.2%	N/R	95.5%	95.0%
Average teacher salary	\$41,259	I/S	\$43,098	\$41,703
Prof. development days/teacher	11.9 days	N/R	11.8 days	12.8 days
School				
Principal's years at school	5.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	N/R	20.3 to 1	18.8 to 1
Prime instructional time	93.0%	N/R	90.8%	89.8%
Dollars spent per pupil*	\$7,249	N/A	\$5,922	\$6,242
Percent of expenditures for teacher salaries*	45.6%	N/A	67.8%	65.8%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	96.5%	N/R	99.0%	99.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Below Average	N/R	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	94.8%	89.4%
Highly qualified teachers in high poverty schools	95.8%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

All children benefit from the variety of instructional programs offered at our school. A-STAR, academic assistance labs, Accelerated Reader, academic enrichment, and after-school tutorial programs enable students to raise math and reading proficiencies in small-group instructional environments. Advanced students may take algebra and Honors English for high school credit. Additionally, ACE and computer science classes enable talented students to broaden their intellectual horizons.

By taking on the clerical tasks of organizing "Wednesday Papers" (student work to be sent home each week), and copying all teacher-generated work, the PTSO enables teachers to focus on instruction. The organization greatly enriches the school culture by coordinating school dances, fundraisers, duty-free teacher luncheons, the sale of school supplies, and numerous student incentive programs. These dedicated volunteers logged over 2,500 hours and raised almost \$9,000 for school improvements this past year. They also built sidewalks and bought benches.

Teachers spent a total of two hundred and twenty days participating in staff development, learning and implementing instructional strategies, and behavior management techniques. This training equips our teachers with the most current and challenging methods of instruction.

The results of this concerted effort are profound. Marrington Middle has once again received an overall PACT report card rating of "GOOD" (the highest rating for schools like ours). Students have repeatedly been recognized for outstanding academic achievement in science, the Citadel's 2004 Bridge Competition and from the South Carolina Academy of Science. Likewise students have received numerous accolades in language arts including: the "Lieutenant Governor's Writing Contest", "The South Carolina Young Writer's Awards", and the South Carolina Writer's Conference. " Additionally, our students routinely receive the coveted Governor's Citizenship Award. Approximately 9% of our eighth graders were designated as "Junior Scholars."

The collective effort of administration, teachers, staff, community volunteers, and parents at Marrington Middle School assures that our students become productive members of society and have the opportunity to maximize their social and intellectual potentials.

Arnold Coull, Principal

Maxine Swafford, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	37	33
Percent satisfied with learning environment	100.0%	32.4%	48.5%
Percent satisfied with social and physical environment	100.0%	48.6%	59.4%
Percent satisfied with school-home relations	90.0%	64.9%	63.6%

*Only students at the highest elementary school grade level at this school and their parents were included.